



## Ninth Grade

GUIDELINES ON HOW TO WRITE INDICATORS OF  
LEARNING FOR THE SUGGESTED PEDAGOGICAL  
MEDIATION OF THE ENGLISH CURRICULUM

EXPERIMENTAL BILINGUAL HIGH SCHOOLS & BILINGUAL GROUPS  
(LEBS & SEBIS)



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## Presentation

### Dear teachers:

These guidelines intend to provide English teachers of ninth grade with important information on how effectively write indicators and create assessment instruments for their Self-Study Guides (GTA) and the assessment promotion strategy or *estrategia de promoción* in Spanish. It includes sample rubrics and performance scales for summative and formative assessment in oral and written comprehension and oral and written production. All the indicators and instruments will help teachers to measure the goals and the three learnings (Learn to Know, Learn to Do, Learn to Be and Live in Community) set in the new English curriculum when designing tasks. As a result, learners can achieve the expected level of performance in the target language according to the CEFR. We believe that you know your students best and therefore we encourage you **to adapt and contextualize** what you find here so that it responds to the needs of your learners. Remember to visit the following link [https://recursos.mep.go.cr/lebs\\_y\\_sebi/](https://recursos.mep.go.cr/lebs_y_sebi/):

### Aims of this document:

- a) To give teachers a brief explanation on how to write indicators of learning for planning their Self-Study Guides (GTA in Spanish).
- b) To recommend a list of suggested indicators of learning per unit and linguistic competence according to the CEFR levels for Ninth Grade.
- c) To offer some sample rubrics for the Self-Study Guides and sample rubrics and Performance Scales for Summative Assessment and Formative Assessment Instruments.

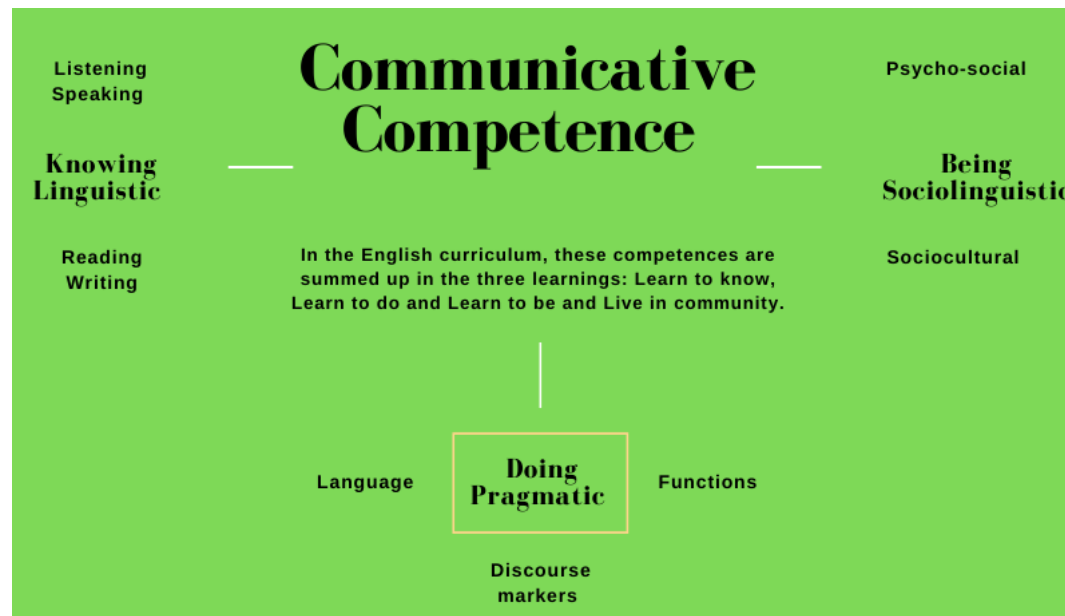
Best,

English Secondary National Advisors

## Important points to keep in mind when working with the indicators.

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a meaningful communication objective, for example, solving a problem in a given scenario.

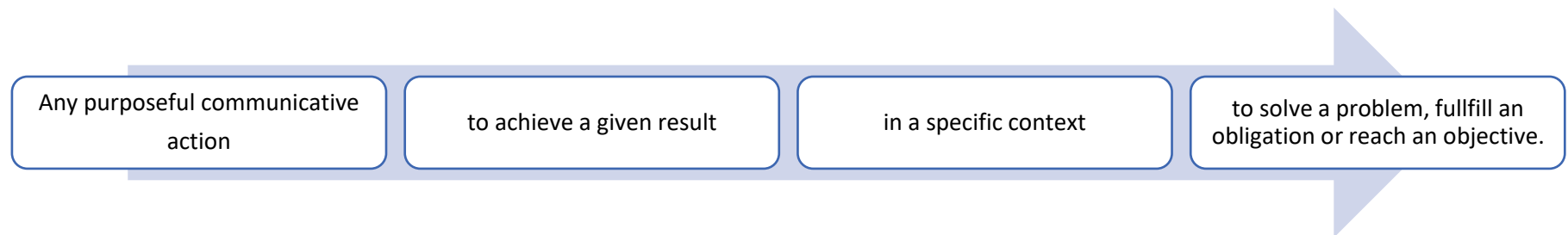
The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.” (p.9). They are comprised of general and specific competences as shown in the following graphic organizer. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific, but learners use them when performing all kinds of actions including language activities.



## Tasks and their relationship with indicators of learning

When working with the Action–Oriented Approach (AOA), teachers need to design tasks that reflect the interests, abilities, and learning styles of their students for each linguistic competence or when integrating two of them. These tasks must have a variety of authentic texts and models of language (e.g., music, video clips, stories and news media). In regards to the indicators of learning, they are used to assess the tasks proposed during the pedagogical mediation process. Indicators of learning are strictly related to the task achievement, and they help to provide specific and timely descriptive feedback to students.

### What is a task?



### What are the task features?

Tasks features		
<p><b>Simple</b></p> <p><i>(Looking for special events in town)</i></p>	<p>Authentic situations</p> <p>Individually and /or peers</p>	<p>When will this task happen in real life?</p> <p>What is the task purpose?</p> <p>What will be accomplished?</p>
<p><b>Complex</b></p> <p><i>(Planning a weekend with friends)</i></p>		



## Task Sample:

### Simple Action- Oriented Task

Authentic situation		
Assessment Strategy	When would this task occur in real life?	What is the task purpose? What will be accomplished?
SI.1. asks and tells others his/her desires about shopping prices, size and where to get things.	Buying things at a convenience store.	Good morning! Can you help me? Where can I get a bottle of water?

### Complex Action- Oriented Task

Authentic situation		
Assessment Strategy	When would this task occur in real life?	What is the task purpose? What will be accomplished?
SI.1. asks and tells others his/her desires about shopping prices, size and where to get things.	Buying things at a convenience store.	You are driving to Liberia city for a family vacation, and you stop for gas on the way. Go into a convenience store and buy supplies for the journey. Ask the sales assistant for help finding these items. Discuss price, quantity, payment options.



## INDICATORS OF LEARNING

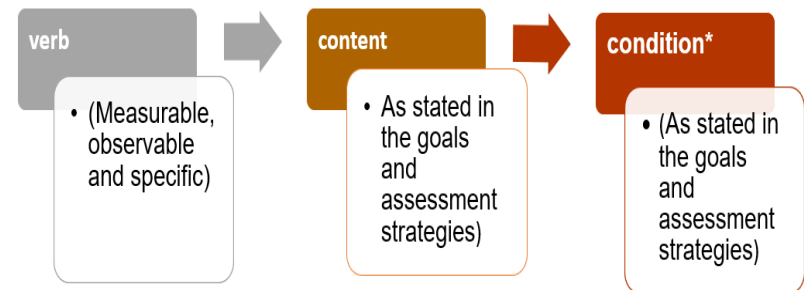
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable and meaningful balance to know what learners are achieving.

### How can we make sure a learner is reaching the desired achievement level?

By constructing and using indicators of learning.



## How do we write indicators?



\* The condition element is present in numerous descriptors for each level in the CEFR. In the English curriculum, this aspect is present in the goals for each linguistic competence. Therefore, indicators of learning must be written considering this feature.



### **How many indicators do we write per assessment strategy?**

- This actually depends on the complexity of the competence.
- There are some that only need one or two achievement indicators, others twice as much.
- There is no recipe that says how many indicators should be written for each competence.



### **How many achievement levels do we have? We have three levels: Achieved, In progress and Not yet achieved.**

Not yet achieved: Learner cannot achieve the task.

In process: Learner can achieve the task with some difficulty and needs improvement.

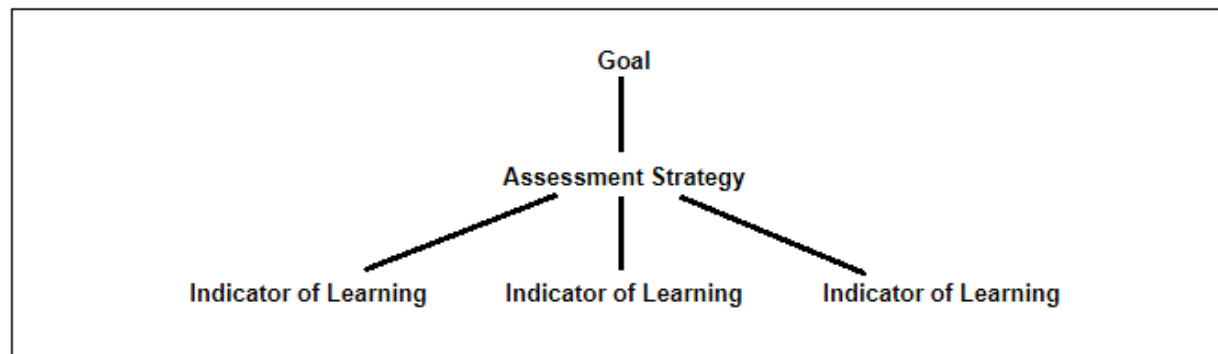
Achieved: Learner can achieve the task without any difficulty.

## 9th Grade Indicators of Learning

The 9th Grade curriculum and the teachers' guide provide student-can-do descriptors called goals, accompanied by assessment strategies. These assessment strategies are evidence that a teacher can record to show that students are achieving the unit goals.

As classroom teachers, however, we do not simply assess students' progress. We must guide students step by step through activities that enable them to reach their goals.

This document breaks each assessment strategy down into a number of indicators of learning. They are the steps that learners follow to achieve the goals. Indicators of learning have the following characteristics: measurable, observable and specific.



### How to use this document:

- 1) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner's learning outcomes.
- 2) Consider the steps or indicators learners need to follow to achieve each assessment strategy. It is important to clarify that each assessment strategy is linked to a goal. See the example below:

Goal	Assessment Strategy	Indicators of Learning
L.2. Understand classroom language.	L.2. discriminates classroom language within oral utterances.	L2.1 Gets the gist of short conversations related to classroom language. L2.2 Distinguish basic classroom expressions related to classroom language, from aural/oral stimulus.

3) Find the unit and assessment strategy in this document and consult the list of indicators of learning to check your own work.

4) While teaching (Oral Comprehension, Written Comprehension, Oral Production, Written Production), guide students to accomplish each of the indicators of learning along the way to achieving the goals and assessment strategies. Remember that there should be a connection between the assessment strategies, indicators of learning, and pedagogical mediation for each competence.

5) Use indicators of learning throughout each unit to monitor students' progress and make the corresponding mediation changes if necessary.

### **Important considerations:**

1. Indicators of learning are organized by unit, then by assessment strategy.
2. It is important to take into account the corresponding level of difficulty of the assessment strategy when writing the indicators.
3. In some of the indicators proposed, teachers have to include the content of those indicators. To do that, they will complete the idea after the word “about”. For example: “Identifies facts in clearly drafted print materials about leisure activities”.
4. In most of the cases, the indicators of learning for each assessment strategy are arranged in a suggested order for students to perform them appropriately.
5. It is always necessary to use an indicator of learning, such as the one suggested in this document. As educators, teachers must use their own professional judgement to identify the steps their students most need to take to achieve the learning goals and that is reflected in the pedagogical mediation.
6. During the face- to- face and/or distance pedagogical mediation process, and therefore, at the end of each self-study guide, the teacher will use the indicators of learning to create instruments (rubrics and /or performance scales) to assess students’ achievement level.
7. The mediation activities in the self-study guides must be coherent with the indicators of learning to be included in the corresponding achievement rubric.
8. Remember that the Pre-teaching Stage **must not** consider indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence. Not every step of the suggested mediation in the self-study guides/didactic planning must have indicators, only the ones that are necessary to achieve the corresponding assessment strategy and learning goal for each linguistic competence.

9. Most of the tasks suggested in the teacher's guide match the indicators of learning because they follow the mediation proposed for each competence. If you use the tasks proposed in the teacher's guide for planning your self-study guides, make sure these tasks match with the steps proposed to mediate each competence and consequently the self-assessment section.
10. When revising the activities in the teacher's guide or any other resource to plan your lessons, consider that you can follow the steps below as suggested by the Institute of Collaborative Learning:

- ✚ **Select** the activity and leave it as it is
- ✚ **Adapt** it or change it somehow
- ✚ **Reject** it. Choose not to use it
- ✚ **Supplement** it. Enrich the activity with extra material to make it more appropriate.

## Assessment Strategies & Indicators of Learning



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**Term: 1**  
**CEFR Band: B1.1**  
**Scenario: Together ... We Can**  
**Oral Comprehension & Oral Production**

**Assessment Strategies**

**Indicators of Learning**

L.1. follows small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences.	L.1.1	Gets the topic of small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.1.2	Identifies the most important points in a small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.1.3	Gets specific details from a small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.1.4	Distinguishes each speaker's contribution in a small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences.
L.2. recognizes the most important information in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.	L.2.1	Gets the gist of news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.2.2	Identifies key vocabulary or phrases that convey the main ideas in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid



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		and related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.2.3	Restates the most important points in his/her own words in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.2.4	Distinguishes important information from non-relevant information in news broadcasts (television, radio, internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.
L.3. distinguishes some colloquial expressions related to teen life, interpersonal relationships, addictions, causes and consequences.	L.3.1	Gets the gist of colloquial expressions related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.3.2	Identifies expressions in audio texts related to teen life, interpersonal relationships, addictions, causes and consequences.

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Assessment Strategies	Indicators of Learning	
	L.3.3	Relates familiar words and very basic phrases concerning teen life, interpersonal relationships, addictions, causes and consequences with their definitions, meanings or images.
	L.3.4	Identifies key words and specific words to distinguish colloquial expressions used according to the topic.
L.4. extracts the main idea in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.	L.4.1	Gets the gist of an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.4.2	Identifies key vocabulary or phrases that convey the main ideas of texts.
	L.4.3	Restates the most important points in his/her own words in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.4.4	Distinguishes important information from non-relevant information in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.5.1	Identifies the topic of an aural/oral stimulus.

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<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
L.5. gets the gist of a dialogue in a movie trailer or video clip related to teen life, interpersonal relationships, addictions, causes and consequences.	L.5.2	Gets the gist of a dialogue in a movie trailer or video clip related to teen life, interpersonal relationships, addictions, causes and consequences.
	L.5.3	Gets key words that support the gist of a dialogue in a movie trailer or video clip related to teen life, interpersonal relationships, addictions, causes and consequences by sharing ideas in pair/group work.
L.6. interprets teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.	L.6.1	Makes predictions by looking at pictures before listening to teacher explanations.
	L.6.2	Gets main ideas from teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
	L.6.3	Gets supporting ideas and specific details from teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
	L.6.4	Identifies teacher's argument from explanations about teen life, interpersonal relationships, addictions, causes and

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		consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
	L.6.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	L.6.6	Recalls what was said in teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
SI.1. interacts in simple telephone conversations on topics related to teen life, interpersonal relationships, addictions, causes and consequences.	SI.1.1	Plans a set of common, familiar everyday expressions to participate in telephone conversations on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.1.2	Makes lists of common, familiar everyday expressions to participate in telephone conversations on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.1.3	Keeps the telephone conversation going by checking understanding from the speaker's point of view or listener's point of view.
	SI.1.4	Interrupts the listener in a telephone conversation, politely.

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Assessment Strategies	Indicators of Learning	
	SI.1.5	Keeps the telephone conversation going on or by adding a new topic.
SI.2. interviews others if the questions have been prepared beforehand and sometimes asks a further question.	SI.2.1	Plans the language and content to interview others if the questions have been prepared beforehand; sometimes asks a further question.
	SI.2.2	Makes questions to interview others.
	SI.2.3	Asks yes/no questions to interview others.
	SI.2.4	Asks wh-questions to interview others.
	SI.2.5	Asks follow-up questions to avoid long pauses in the interview.
SI.3. retells what has been said related to teen life, interpersonal relationships, addictions, causes and consequences.	SI.3.1	Retells what has been said related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.3.2	Recaps main ideas related to what has been said about teen life, interpersonal relationships, addictions, causes and consequences.
SI.4. offers comments and otherwise contributes in a small group situation.	SI.4.1	Plans the language and content to offer comments and otherwise contribute in a small group situation.

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Assessment Strategies	Indicators of Learning	
	SI.4.2	Makes sentences to offer comments and otherwise contribute in a small group situation.
	SI.4.3	Offers comments in a small group situation.
	SI.4.4	Contributes in a small group situation by giving ideas, opinions or facts.
SI.5. asks for, follows and gives practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.	SI.5.1	Plans the language and content to ask for, follow and give practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
	SI.5.2	Makes sentences to ask for, follow and give practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
	SI.5.3	Follows directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
	SI.5.4	Asks for detailed directions by viewing or reading dialogues using relevant functional language on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.

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	SI.5.5	Gives practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
SI.6. explains why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.	SI.6.1	Plans the language to explain why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.
	SI.6.2	Makes sentences to explain why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.
	SI.6.3	Explains why something is a problem when talking about teen life.
	SI.6.4	Explains why something is a problem when talking about interpersonal relationships.
	SI.6.5	Explains why something is a problem when talking about addictions.
	SI.6.6	Explains why something is a problem when talking about causes and consequences.
SI.7 makes effective complaints in topics related to teen life, interpersonal relationships, addictions, causes and consequences.	SI.7.1	Plans the language to make effective complaints in topics related to teen life, interpersonal relationships, addictions, causes and consequences.

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	SI.7.2	Makes sentences to make effective complaints in topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.7.3	Makes effective complaints in topics related to teen life.
	SI.7.4	Makes effective complaints in topics related to interpersonal relationships.
	SI.7.5	Makes effective complaints in topics related to addictions.
	SI.7.6	Makes effective complaints in topics related to causes and consequences.
SI.8. starts, maintains, and closes simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences.	SI.8.1	Plans the language to start, maintain, and close simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.8.2	Makes sentences to start, maintain, and close simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.8.3	Starts simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences by participating in a spoken task.



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	SI.8.4	Maintains simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences by participating in a spoken task.
	SI.8.5	Closes simple face-to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences by participating in a spoken task.
SP.1. offers an opinion of a short story, play, essay, or poem examined in class.	SP.1.1	Plans the language and content to offer an opinion of a short story, play, essay, or poem examined in class.
	SP.1.2	Makes complete sentences to offer an opinion of a short story, play, essay, or poem examined in class.
	SP.1.3	Offers an opinion of a short story, play, essay, or poem examined in class.
SP.2. narrates what is occurring in a film or book, and indicates their personal opinion about it.	SP.2.1	Selects the appropriate information to narrate what is occurring in a film or book, and indicate his/her personal opinion about it.
	SP.2.2	Organizes information and ideas to sequence events or actions in graphic organizers, timelines or outlines by placing them in some sort of order.
	SP.2.3	Narrates what is occurring at the beginning of a film or book.
	SP.2.4	Narrates what is occurring at the middle of a film or book.

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	SP.2.5	Narrates what is occurring at the end of a film or book.
	SP.2.6	Indicates his/her personal opinion about a film or book he/she narrated.
SI.3. talks in detail about feelings and experiences related to teen life, interpersonal relationships, addictions, causes and consequences.	SI.3.1	Plans the language, content and visuals to talk in detail about feelings and experiences related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.3.2	Makes complete sentences to talk in detail about feelings and experiences related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.3.3	Talks in detail about feelings related to teen life, interpersonal relationships, addictions, causes and consequences.
	SI.3.3	Talks in detail about experiences related to teen life, interpersonal relationships, addictions, causes and consequences.
SP.4. gives descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.	SP.4.1	Plans the language, content and visuals to give descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.

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Assessment Strategies	Indicators of Learning	
	SP.4.2	Makes complete sentences to give descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.
	SP.4.3	Gives descriptions of an incident related to teen life, interpersonal relationships, addictions, causes and consequences.
	SP.4.4	Gives descriptions of an accident related to teen life, interpersonal relationships, addictions, causes and consequences.
SP.5. retells a simple story read/heard in class.	SP.5.1	Retells what has been said in a simple story read/heard in class.
	SP.5.2	Recaps main ideas related to what has been said in a simple story read/heard in class.
SP.6. gives arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.	SP.6.1	Plans the appropriate vocabulary and language expressions to give arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.
	SP.6.2	Makes complete sentence to give arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.

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	SP.6.3	Provides arguments about situations related to teen life.
	SP.6.4	Provides arguments about situations related to interpersonal relationships.
	SP.6.5	Provides arguments about situations related addictions.
	SP.6.6	Provides arguments about situations related to causes and consequences.

Propuesta elaborada por: **Ezequiel Rojas Gutiérrez, Asesor Regional de Inglés, DRE San José Central, Diana Sanchún Orozco, Asesora Regional de Inglés, DRE Nicoya. Sandra Araya Acuña, Asesora Regional de Inglés, DRE Guápiles.** Revisada Marianella Granados Sirias, Alfredo Ortega Cordero, Andrea Cruz Badilla. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular**

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**Term: 1**  
**CEFR Band: B1.1**  
**Scenario: Together ... We Can**  
**Written Comprehension & Written Production**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
R.1. identifies the sound of most letters heard in context.	R.1.1	Recognizes sounds of most letters heard in context.
	R.1.2	Articulates sounds of most letters heard in context.
	R.1.3	Produces sentences in an oral or written form.
R.2. identifies links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences.	R.2.1	Gets the gist of texts that contain some links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.2.2	Identifies links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences in a text.
R.3. recognizes details by using contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations) to support reading comprehension.	R.3.1	Skims the titles, headings, sub-headings, topic sentences and graphics.
	R.3.2	Gets main ideas from different texts using contextual clues.
	R.3.3	Identifies facts in different texts using contextual clues.
	R.3.4	Identifies key words using contextual clues that support reading comprehension.
	R.3.5	Recognizes details by using contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations) to support reading comprehension.
R.4. identifies problem-solution in a text related to teen life, interpersonal relationships, addictions, causes and consequences (e.g., by linking an issue to its problem source).	R.4.1	Gets main ideas from different texts related to teen life, interpersonal relationships, addictions, causes and consequences (e.g., by linking an issue to its problem source).
	R.4.2	Identifies the problem in a text related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.4.3	Identifies facts and opinions in a text related to teen life, interpersonal relationships, addictions, causes and consequences.

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<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	R.4.4	Identifies possible solutions to a problem in a text related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.4.5	Identifies the best solution to a problem in a text related to teen life, interpersonal relationships, addictions, causes and consequences.
R.5. distinguishes between factual and fictional text.	R.5.1	Gets the gist of factual texts and fictional texts on familiar topics.
	R.5.2	Identifies a factual text.
	R.5.3	Identifies fictional text.
	R.5.4	Makes connection to texts while reading.
	R.5.5	Distinguishes information related to facts from fiction in movie reviews, interview, short stories and others.
R.6. distinguishes information in charts and graphs with some understanding related to teen life, interpersonal relationships, addictions, causes and consequences.	R.6.1	Gets the gist of charts and graphs with some understanding related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.6.2	Gets the topic from the charts and graphs related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.6.3	Identifies information presented on a charts and graphs related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.6.4	Identifies specific vocabulary and its meaning within the graph and chart.
	R.6.5	Answers questions using information given in charts and graphs related to teen life, interpersonal relationships, addictions, causes and consequences.
R.7. distinguishes many subject specific words when encountered in text related	R.7.1	Gets the gist of texts that contain many subject specific words.
	R.7.2	Identifies specialized vocabulary.

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<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
to teen life, interpersonal relationships, addictions, causes and consequences.	R.7.3	Lists other words with the same or related meanings.
	R.7.4	Recognizes subject specific words meanings by using context cues.
	R.7.5	Distinguishes many subject specific words when encountered in text related to teen life, interpersonal relationships, addictions, causes and consequences.
R.8. interprets texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.	R.8.1	Makes predictions by looking at pictures and titles in texts of various lengths.
	R.8.2	Gets main idea from texts of various lengths related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.8.3	Gets specific supporting ideas and details from texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.8.4	Identifies author's argument in texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.8.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	R.8.6	Recalls what was discussed in texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.
	R.8.7	Interprets most of what is written in texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences using key ideas from the visualization- map.
W.1. writes a learning log.	W.1.1	Pre-writes ideas/information to write a learning log.

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	W.1.2	Drafts a learning log related to the topic that involves what s/he did / thoughts and feelings, how well or badly it went/what was learned, what s/he will do differently next time.
	W.1.3	Revises a learning log to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.1.4	Edits a learning log by correcting mistakes before publishing it.
W.2. writes a double-entry journal.	W.2.1	Pre-writes ideas/ information to write a double-entry journal.
	W.2.2	Drafts a double-entry journal.
	W.2.3	Revises a double-entry journal to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.2.4	Edits the double-entry journal by correcting the mistakes before publishing it.
W.3. writes a very simple personal letter.	W.3.1	Pre-writes ideas/information to write a very simple personal letter.
	W.3.2	Drafts a very simple personal letter.
	W.3.3	Revises a very simple personal letter to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.3.4	Edits a very simple personal letter by correcting the mistakes before publishing it.
W.4. writes a brief report on an important personal experience.	W.4.1	Pre-writes a brief report on an important personal experience.
	W.4.2	Drafts a brief report on an important personal experience.



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		W.4.3	Revises a brief report on an important personal experience to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.4.4	Edits a brief report on an important personal experience by correcting the mistakes before publishing it.
W.5. writes descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.	<b>A. Incident</b>	W.5.1.A	Prewrites a list of ideas to describe an incidents related to teen life, interpersonal relationships, addictions, causes and consequences.
		W.5.2.A	Drafts a description of an incidents related to teen life, interpersonal relationships, addictions, causes and consequences.
		W.5.3.A	Revises the description of an incidents and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)
		W.5.4.A	Edits the description of an incidents before publishing it.
	<b>B. Accident</b>	W.5.1.B	Prewrites a list of ideas to describe an accident related to teen life, interpersonal relationships, addictions, causes and consequences.
		W.5.2.B	Drafts a description of an accident related to teen life, interpersonal relationships, addictions, causes and consequences.
		W.5.3.B	Revises the description of an accident and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)
		W.5.4.B	Edits the description of an accident before publishing it.
<b>A. Plot of</b>		W.6.1.A	Prewrites a list of ideas to describe plots of books and reactions to them.
		W.6.2.A	Drafts a description of plots of books and reactions to them.

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Assessment Strategies		Indicators of Learning	
W.6. writes short descriptions of plots of books, films, and reactions to them.		W.6.3.A	Revises the description of plots of books and reactions to them and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)
		W.6.4.A	Edits the description of plots of books and reactions to them before publishing it.
	B. Plot of films	W.6.1.B	Prewrites a list of ideas to describe plots of films and reactions to them.
		W.6.2.B	Drafts a description of plots of films and reactions to them.
		W.6.3.B	Revises the description of plots of films and reactions to them and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)
		W.6.4.B	Edits the description of plots of films and reactions to them before publishing it.

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L.1. recognizes the main point and the important details of audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.1.1	Identifies the topic from audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.1.2	Identifies main ideas from audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.1.3	Identifies important details from audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.1.4	Identifies keywords from audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.1.5	Distinguishes the main idea from important details in audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
L.2. recognizes straightforward, factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.2.1	Gets the gist of straightforward, factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.2.2	Identifies key words in straightforward, factual information in a relatively long conversation that is overheard about natural

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		phenomena, environmental concerns, natural disasters and ecological footprint.
	L.2.3	Identifies facts in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.2.4	Recognizes straightforward, factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.
L.3. recognizes detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.3.1	Gets main ideas from detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.3.2	Extracts keywords from oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.3.3	Gets specific details from oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.3.4	Recognizes detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint in audios, videos or read-alouds.

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L.4. distinguishes teacher explanations of processes, etc. when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.4.1	Makes predictions by looking at pictures before listening to teacher explanations of processes or experiences.
	L.4.2	Gets main ideas from teacher explanations of processes or experiences when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.4.3	Relates familiar words and very basic phrases on explanations or processes with their definitions, meanings or images.
	L.4.4	Gets specific details from teacher explanations of processes, experiences, etc. when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.4.5	Follows teacher’s explanations of process or experiences when supported by visual such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint by sequencing or ordering.
L.5. distinguishes specific information from the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.5.1	Gets the gist of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.5.2	Gets main ideas from recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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	L.5.3	Identifies key words and phrases from recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.5.4	Organizes specific information from the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint using graphics organizers, timelines or outlines.
L.6. extracts main ideas of classroom talk between two or more native speakers, only sporadically needing to request clarification about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.6.1	Gets the gist of classroom talk between two or more native speakers when referring to natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.6.2	Identifies key vocabulary or phrases that convey the main ideas of classroom talk between two or more native speakers, only sporadically needing to request clarification about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.6.3	Restates the most important points in his/her own words.
	L.7.1	Identifies the topic of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	L.7.2	Identifies the general idea of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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L.7. gets the gist of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint.	L.7.3	Identifies specific words that are related to the gist.
	L.7.4	Distinguishes the gist from specific details in overheard conversations.
L.8. interprets information of a short film on a familiar topic.	L.8.1	Makes predictions by looking at pictures before listening to a short film on a familiar topic.
	L.8.2	Gets main ideas from a short film on a familiar topic.
	L.8.3	Gets supporting ideas and specific details from a short film on a familiar topic.
	L.8.4	Identifies author’s argument from a short film on a familiar topic.
	L.8.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	L.8.6	Recalls what was said in a short film on a familiar topic.
	L.8.7	Interprets most of what was said in a short film on a familiar topic using key ideas from the visualization- map.
SI.1. asks for and follows detailed directions.	SI.1.1	Plans the language and content to ask for and follow detailed directions.
	SI.1.2	Makes sentences using vocabulary, phrases or expressions to ask for and follow detailed directions.
	SI.1.3	Asks for detailed directions.
	SI.1.4	Follows detailed directions.

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SI.2. indicates that something is causing a problem and also explains why.	SI.2.1	Plans the language and content to indicate that something is causing a problem and also explain why.
	SI.2.2	Makes sentences using vocabulary, phrases or expressions to indicate that something is causing a problem and also explain why.
	SI.2.3	Indicates that something is causing a problem.
	SI.2.4	Explains why something is causing a problem.
SI.3. expresses opinions, suggestions, attitudes and advice about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.3.1	Plans the language and content to express opinions, suggestions, attitudes and advice about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.3.2	Makes sentences using vocabulary, phrases or expressions to express opinions, suggestions, attitudes and advice about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.3.3	Expresses opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.3.4	Expresses suggestions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.3.5	Expresses attitudes about natural phenomena, environmental concerns, natural disasters and ecological footprint.



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	SI.3.6	Expresses advice about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SI.4. deals with traveling situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.4.1	Plans the language and content to deal with traveling situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.4.2	Makes sentences using vocabulary, phrases or expressions to deal with traveling situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.4.3	Tells some problems/situations he/she had during natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.4.4	Tells how he/she dealt with traveling problems/situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint.
SI.5. describes experiences, feelings and reactions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.5.1	Plans the language and content to describe experiences, feelings and reactions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.5.2	Makes sentences using vocabulary, phrases or expressions to describe experiences, feelings and reactions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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	SI.5.3	Describes experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.5.4	Describes feelings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.5.5	Describes reactions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SI.6. retells a summary of a conversation to another person about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.6.1	Retells a summary of a conversation to another person about natural phenomena, environmental concerns, natural disasters and ecological footprint
	SI.6.2	Recaps main ideas from a summary of a conversation to another person about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SI.7. has simple telephone conversations about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.7.1	Plans a set of learned phrases, questions, and responses used to interact in simple telephone conversations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.7.2	Makes a lists of learned phrases, questions, and responses used to interact in simple telephone conversations about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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	SI.7.3	Asks questions over the phone to family or friends about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.7.4	Answers questions over the phone to family or friends about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SI.8. starts, maintains, and closes simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SI.8.1	Plans a set of learned phrases, questions, and responses used to start, maintain, and close simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.8.2	Makes a lists of learned phrases, questions, and responses used to start, maintain, and close simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.8.3	Starts simple face-to-face conversation about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SI.8.4	Maintains simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and

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		ecological footprint by asking follow-up questions to avoid long pauses in the conversation.
	SI.8.5	Closes simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SP.1. explains how something is used.	SP.1.1	Plans the language, content and visuals to explain how something is used.
	SP.1.2	Makes sentences to explain how something is used.
	SP.1.3	Explains how something is used.
SP.2. expresses feelings and the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.	SP.2.1	Plans the language, content and visuals to express feelings and the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.2.2	Makes sentences to express feelings and the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.2.3	Expresses feelings about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.2.4	Expresses the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.

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SP.3. makes announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SP.3.1	Plans the language, content and visuals to make announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.3.2	Makes sentences to make announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.3.3	Makes announcements using simple words and phrasing about natural phenomena.
	SP.3.4	Makes announcements using simple words and phrasing about environmental concerns.
	SP.3.5	Makes announcements using simple words and phrasing about natural disasters.
	SP.3.6	Makes announcements using simple words and phrasing about ecological footprint.
SP.4. explains and justifies opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SP.4.1	Plans the language, content and visuals to explain and justify opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.4.2	Makes sentences to explain and justify opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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	SP.4.3	Explains opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.4.4	Justifies opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
SP.5. describes experiences, events, hopes, ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	SP.5.1	Plans the language, content and visuals to describe experiences, events, hopes, ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.5.2	Makes sentences to describe experiences, events, hopes, ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.5.3	Describes experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.5.4	Describes events about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.5.5	Describes hopes about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	SP.5.6	Describes ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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R.1. identifies the sound of most letters heard in context.	R.1.1	Recognizes sounds of most letters heard in context.
	R.1.2	Articulates sounds of most letters heard in context.
	R.1.3	Produces sentences in an oral or written form.
R.2. identifies the topic as well as whether the information contained might be of interest/application.	R.2.1	Identifies the topic about natural phenomena, environmental concerns, natural disasters and ecological footprint when the information contained in a text might be of interest/application.
	R.2.2	Identifies information that might be of interest/application.
R.3. identifies specific information in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.	R.3.1	Skims the titles, headings, sub-headings, topic sentences and graphics.
	R.3.2	Gets main ideas from specific information in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.3.3	Identifies facts in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.3.4	Identifies specific details in factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.
R.4. makes predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.	R.4.1	Skims the titles, headings, sub-headings, topic sentences and graphics to make predictions.
	R.4.2	Gets the gist of messages to make predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.
	R.4.3	Gets specific details in messages to make predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.

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	R.4.4	Makes predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.
R.5. recognizes main idea, supporting idea, new information, given information in messages, e-mails, memos, reports, letters, brochures, newspaper articles.	R.5.1	Gets the gist of messages, e-mails, memos, reports, letters, brochures, newspaper articles.
	R.5.2	Recognizes main idea in messages, e-mails, memos, reports, letters, brochures, newspaper articles.
	R.5.3	Recognizes supporting ideas in messages, e-mails, memos, reports, letters, brochures, newspaper articles.
	R.5.4	Recognizes important information in messages, e-mails, memos, reports, letters, brochures, newspaper articles.
R.6. extracts general information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.	R.6.1	Identifies the topic in general information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.
	R.6.2	Gets main ideas from general information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.
	R.6.3	Locates information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.
	R.6.4	Identifies specific purposes of information whether it is relevant, irrelevant or missing in functional texts(e.g. illustrations, diagrams, sequence, signal words)



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	R.6.5	Answers questions about information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions
R.7. recognizes texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.	R.7.1	Identifies the topic in texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.7.2	Gets the gist of texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.7.3	Identifies high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.7.4	Answers questions to monitor comprehension of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
R.8. interprets topical articles and reports in which the authors are presenting and defending a particular point of view about natural phenomena, environmental concerns, natural disasters and ecological footprint.	R.8.1	Makes predictions by looking at pictures and titles in topical articles and reports.
	R.8.2	Gets main ideas from topical articles and reports in which the authors are presenting and defending a particular point of view about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.8.3	Gets specific supporting ideas and details from topical articles and reports in which the authors are presenting and defending a particular point of view

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		about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.8.4	Identifies author’s point of view in topical articles and reports about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.8.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	R.8.6	Recalls what was discussed in topical articles and reports in which the authors are presenting and defending a particular point of view about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	R.8.7	Interprets most of what is written in topical articles and reports about natural phenomena, environmental concerns, natural disasters and ecological footprint using key ideas from the visualization- map.
W.1. takes notes (or makes other types of representations) when listening.	W.1.1	Takes notes (or makes other types of representations) when listening.
W.2. writes simple connected texts about natural phenomena, environmental concerns, natural disasters and ecological footprint.	W.2.1	Prewrites simple connected texts about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.2.2	Drafts simple connected texts about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.2.3	Revises simple connected texts about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes

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		related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.2.4	Edits simple connected texts by correcting the mistakes before publishing it.
W.3. lists the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint.	W.3.1	Prewrites lists of advantages and disadvantages to write a text that states a position/claim and supports arguments with evidence while contrasting opinions (e.g. on the other hand, Yet on the other hand...)
	W.3.2	Drafts a text that contains the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.3.3	Revises a text that contains the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.3.4	Edits a text that contains the advantages and disadvantages by correcting the mistakes before publishing it.
W.4. describes objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.	W.4.1	Prewrites information to describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.
	W.4.2	Drafts a description of objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.

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	W.4.3	Revises a description of objects of interest to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.	
	W.4.4	Edits the description of objects of interest by correcting the mistakes before publishing it.	
W.5. writes personal letters describing experiences, dreams, hopes, ambitions, impressions; giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint.	<b>A. Experiences</b>	W.5.1	Prewrites personal letters describing experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.2	Drafts personal letters describing experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.3	Revises personal letters describing experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.5.4	Edits personal letters describing experiences about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
	<b>B. Dreams</b>	W.5.1	Prewrites personal letters describing dreams about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.2	Drafts personal letters describing dreams about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.3	Revises personal letters describing dreams about natural phenomena, environmental concerns, natural disasters and ecological footprint to look

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			for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.5.4	Edits personal letters describing dreams about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
	C. Hopes	W.5.1	Prewrites personal letters describing hopes about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.2	Drafts personal letters describing hopes about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.3	Revises personal letters describing hopes about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.5.4	Edits personal letters describing hopes about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
	D. Ambitions	W.5.1	Prewrites personal letters describing ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.2	Drafts personal letters describing ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.3	Revises personal letters describing ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint to look

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			for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.5.4	Edits personal letters describing ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
	E. Impressions	W.5.1	Prewrites personal letters describing impressions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.2	Drafts personal letters describing impressions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.5.3	Revises personal letters describing impressions about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
		W.5.4	Edits personal letters describing impressions about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
	F. Explanations	W.5.1	Prewrites personal letters giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint.

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	W.5.2	Drafts personal letters giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.5.3	Revises personal letters giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.5.4	Edits personal letters giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
W.6. writes brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	W.6.1	Prewrites brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.6.2	Drafts brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	W.6.3	Revises brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.

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	W.6.4	Edits brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint by correcting the mistakes before publishing it.
W.7. writes about the plot of a book or film and describes reactions.	W.7.1	Prewrites information to describe the plot of a book or film and the reactions to it.
	W.7.2	Drafts a description of the plot of a book or film and the reactions to it.
	W.7.3	Revises a description of the plot of a book or film and the reactions to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.7.4	Edits the plot of a book or film and the reactions by correcting the mistakes before publishing it.
W.8. writes descriptions including specific details of situations such as natural disasters.	W.8.1	Prewrites descriptions including specific details of situations such as natural disasters.
	W.8.2	Drafts descriptions including specific details of situations such as natural disasters.
	W.8.3	Revises descriptions including specific details of situations such as natural disasters to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation and content.
	W.8.4	Edits descriptions including specific details of situations such as natural disasters by correcting the mistakes before publishing it.
	W.9.1	Replies in writing to an advertisement.



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<b>Assessment Strategies</b>		<b>Indicators of Learning</b>
W.9. replies in writing to an advertisement and asks for more information.	W.9.2	Asks for more information in an advertisement.

Propuesta elaborada por: **Ezequiel Rojas Gutiérrez, Asesor Regional de Inglés, DRE San José Central, Diana Sanchún Orozco, Asesora Regional de Inglés, DRE Nicoya. Sandra Araya Acuña, Asesora Regional de Inglés, DRE Guápiles.** Revisada Marianella Granados Sirias, Alfredo Ortega Cordero, Andrea Cruz Badilla. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular**

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Assessment Strategies	Indicators of Learning	
L.1. Identifies making predictions and inferences.	L.1.1	Gets the gist of audios/videos' input.
	L.1.2	Predicts the topic of a talk or conversation.
	L.1.3	Predicts content by pausing an audio/video.
	L.1.4	Uses contextual clues and prior knowledge to work out what's being said, who is speaking and what's taking place.
	L.1.5	Identifies facts on situations or information based on audios/videos' input.
	L.1.6	Draws conclusions based on facts and evidence in audios/videos.
L.2. recognizes specific details in lectures or talks with clear and familiar language about fashion, values, and beliefs in micro/ macro cultures.	L.2.1	Gets main ideas from lectures or talks with clear and familiar language about fashion, values, and beliefs in micro/ macro cultures.
	L.2.2	Identifies key words, phrases and expressions in lectures or talks with clear and familiar language about fashion, values, and beliefs in micro/ macro cultures.
	L.2.3	Recognizes specific details in lectures or talks with clear and familiar language about fashion, values, and beliefs in micro/ macro cultures.
L.3. distinguishes between cause and effect in fashion, values, and beliefs in micro/macro cultures.	L.3.1	Gets main ideas from audios, videos or read-alouds about fashion, values, and beliefs in micro/macro cultures.
	L.3.2	Identifies keywords related to causes and effects.
	L.3.3	Identifies causes in audios, videos or read-alouds about fashion, values, and beliefs in micro/macro cultures.
	L.3.4	Identifies effects in audios, videos or read-alouds about fashion, values, and beliefs in micro/macro cultures.

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Assessment Strategies	Indicators of Learning	
	L.3.5	Distinguishes between cause and effect in audios, videos or read-alouds about fashion, values, and beliefs in micro/macro cultures.
L.4. distinguishes the information content of the majority of recorded or broadcast about fashion, values, and beliefs in micro/macro culture.	L.4.1	Gets the gist of recorded or broadcast about fashion, values, and beliefs in micro/macro culture.
	L.4.2	Gets main ideas from recorded or broadcast about fashion, values, and beliefs in micro/macro culture.
	L.4.3	Identifies key words and phrases from recorded or broadcast about fashion, values, and beliefs in micro/macro culture.
	L.4.4	Organizes specific information from the majority of recorded or broadcast about fashion, values, and beliefs in micro/macro culture using graphics organizers, timelines or outlines.
L.5. extracts the main points of stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.	L.5.1	Gets the gist of stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.
	L.5.2	Identifies key vocabulary or phrases that convey the main ideas of texts read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.
	L.5.3	Identifies entities such as people, locations, organizations, date, etc, in stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.

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Assessment Strategies	Indicators of Learning	
	L.5.4	Restates the most important points in his/her own words in stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.
	L.5.5	Distinguishes important information from non-relevant information in stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.
L.6. interprets films in which the story is straightforward and the language is clear.	L.6.1	Makes predictions by looking at pictures before watching a film.
	L.6.2	Gets main ideas from films in which the story is straightforward and the language is clear.
	L.6.3	Gets supporting ideas and specific details from films in which the story is straightforward and the language is clear.
	L.6.4	Identifies author's argument/point of view from films in which the story is straightforward and the language is clear.
	L.6.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	L.6.6	Recalls what was said in films in which the story is straightforward and the language is clear.
	L.6.7	Interprets most of what was said in films in which the story is straightforward and the language is clear using key ideas from the visualization- map.

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Assessment Strategies	Indicators of Learning	
L.7. interprets information from a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.	L.7.1	Makes predictions by looking at pictures before listening to a variety of sources related to fashion, values, and beliefs in micro / macro cultures.
	L.7.2	Gets main ideas from a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.
	L.7.3	Gets supporting ideas and specific details from a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.
	L.7.4	Identifies author's argument/point of view from a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.
	L.7.5	Organizes information in a hierarchy (themes, main ideas, supporting ideas, and supporting details) using mapping, webbing or charting.
	L.7.6	Recalls what was said in a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.
	L.7.7	Interprets most of what was said in a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures. using key ideas from the visualization- map.
	SI.1.1	Plans the language and content to explain why something is a problem in fashion, values, and beliefs in micro / macro cultures.

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Assessment Strategies	Indicators of Learning	
SI.1. explains why something is a problem in fashion, values, and beliefs in micro / macro cultures.	SI.1.2	Makes sentences using vocabulary, phrases or expressions to explain why something is a problem in fashion, values, and beliefs in micro / macro cultures.
	SI.1.3	Explains why something is a problem in fashion in micro / macro cultures.
	SI.1.4	Explains why something is a problem in values in micro / macro cultures.
	SI.1.5	Explains why something is a problem in beliefs in micro / macro cultures.
SI.2. gives practical instructions on how to do something.	SI.2.1	Plans the language and content to give practical instructions on how to do something.
	SI.2.2	Makes sentences using vocabulary, phrases or expressions to give practical instructions on how to do something.
	SI.2.3	Gives practical instructions on how to do something.
SI.3. actively participates in group work, expressing opinions and making suggestions about fashion, values, and beliefs in micro / macro cultures.	SI.3.1	Plans the language and content to actively participate in group work, expressing opinions and making suggestions about fashion, values, and beliefs in micro / macro cultures.
	SI.3.2	Makes sentences using vocabulary, phrases or expressions to actively participate in group work, expressing opinions and making suggestions about fashion, values, and beliefs in micro / macro cultures.
	SI.3.3	Expresses opinions about fashion, values, and beliefs in micro / macro cultures to actively participate in group work.
	SI.3.4	Makes suggestions about fashion, values, and beliefs in micro/macro cultures to actively participate in group work.

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Assessment Strategies	Indicators of Learning	
SI.4. asks spontaneous questions about fashion, values, and beliefs in micro / macro cultures.	SI.4.1	Plans the language and content to ask spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
	SI.4.2	Makes sentences using vocabulary, phrases or expressions to ask spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
	SI.4.3	Asks spontaneous questions about fashion in micro / macro cultures.
	SI.4.4	Asks spontaneous questions about values in micro / macro cultures.
	SI.4.5	Asks spontaneous questions about beliefs in micro / macro cultures.
SI.4. answers spontaneous questions about fashion, values, and beliefs in micro / macro cultures.	SI.4.1	Plans the language and content to answer spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
	SI.4.2	Makes sentences using vocabulary, phrases or expressions to answer spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
	SI.4.3	Answers spontaneous questions about fashion in micro / macro cultures.
	SI.4.4	Answers spontaneous questions about values in micro / macro cultures.
	SI.4.5	Answers spontaneous questions about beliefs in micro / macro cultures.
SI.5. exchanges in a long telephone conversation about fashion, values, and beliefs in micro / macro cultures.	SI.5.1	Plans a set of learned phrases, questions, and responses used to exchange information in long telephone conversations about fashion, values, and beliefs in micro / macro cultures.

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Assessment Strategies	Indicators of Learning	
	SI.5.2	Makes a lists of learned phrases, questions, and responses used to exchange information in long telephone conversations about fashion, values, and beliefs in micro / macro cultures.
	SI.5.3	Asks questions over the phone to family or friends about fashion, values, and beliefs in micro / macro cultures.
	SI.5.4	Answers questions over the phone to family or friends about fashion, values, and beliefs in micro / macro cultures.
	SI.5.5	Interrupts the listener in a telephone conversation, politely.
SI.6. exchanges in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.	SI.6.1	Plans a set of learned phrases, questions, and responses used to exchange information in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
	SI.6.2	Makes a lists of learned phrases, questions, and responses used to exchange information in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
	SI.6.3	Asks questions in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
	SI.6.4	Answers questions in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
SI.7. enters unprepared into conversation, or starts, maintains and closes conversations about	SI.7.1	Starts simple face-to-face conversation on topics related to fashion, values, and beliefs in micro / macro cultures without any preparation in advanced.



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Assessment Strategies	Indicators of Learning	
fashion, values, and beliefs in micro / macro cultures.	SI.7.2	Maintains simple face-to-face conversation on topics related to fashion, values, and beliefs in micro / macro cultures without any preparation in advanced.
	SI.7.3	Closes simple face-to-face conversation on topics related to fashion, values, and beliefs in micro / macro cultures without any preparation in advanced.
SP.1. gives opinions, reasons, explanations and points of view in discussions, debates, morning talks, welcome speech, class talk, and lectures about fashion, values, and beliefs in micro / macro cultures.	SP.1.1	Plans the language, content and visuals to give opinions, reasons, explanations and points of view in discussions, debates, morning talks, welcome speech, class talk, and lectures about fashion, values, and beliefs in micro / macro cultures.
	SP.1.2	Makes complete sentences to give opinions, reasons, explanations and points of view in discussions, debates, morning talks, welcome speech, class talk, and lectures about fashion, values, and beliefs in micro / macro cultures.
	SP.1.3	Gives opinions, reasons, explanations and points of view in discussions about fashion, values, and beliefs in micro / macro cultures.
	SP.1.4	Gives opinions, reasons, explanations and points of view in debates about fashion, values, and beliefs in micro / macro cultures.
	SP.1.5	Gives opinions, reasons, explanations and points of view in morning talks about fashion, values, and beliefs in micro / macro cultures.
	SP.1.6	Gives opinions, reasons, explanations and points of view in welcome speech about fashion, values, and beliefs in micro / macro cultures.

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Assessment Strategies	Indicators of Learning	
	SP.1.7	Gives opinions, reasons, explanations and points of view in class talk about fashion, values, and beliefs in micro / macro cultures.
	SP.1.8	Gives opinions, reasons, explanations and points of view in lectures about fashion, values, and beliefs in micro / macro cultures.
SP.2. gives detailed, practical instructions to explain a process and answer questions about it.	SP.2.1	Plans the language, content and visuals to give detailed, practical instructions to explain a process and answer questions about it.
	SP.2.2	Makes complete sentences to give detailed, practical instructions to explain a process and answer questions about it.
	SP.2.3	Gives detailed, practical instructions to explain a process.
	SP.2.4	Gives detailed, practical instructions to answer questions about it.
SP.3. narrates a story or the plot of a book / film and describe own reactions.	SP.3.1	Plans the language, content and visuals to narrate a story or the plot of a book / film and describe own reactions.
	SP.3.2	Makes complete sentences to narrate a story or the plot of a book / film and describe own reactions.
	SP.3.3	Narrates a story or the plot of a book / film.
	SP.3.4	Describes his/her reactions to a story or the plot of a book / film.
SP.4. delivers presentations in a clear manner using a large number of different words and expressions	SP.4.1	Delivers presentations in a clear manner using a large number of different words and expressions about fashion, values, and beliefs in micro / macro cultures.

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Assessment Strategies	Indicators of Learning	
with some pauses for self-correction about fashion, values, and beliefs in micro / macro cultures.	SP.4.2	Delivers presentations in a clear manner with some pauses for self-correction when talking about fashion, values, and beliefs in micro / macro cultures.
	SP.4.3	Delivers presentations in a clear manner speaking clearly and distinctly about fashion, values, and beliefs in micro / macro cultures.

Propuesta elaborada por: **Ezequiel Rojas Gutiérrez, Asesor Regional de Inglés, DRE San José Central, Diana Sanchún Orozco, Asesora Regional de Inglés, DRE Nicoya. Sandra Araya Acuña, Asesora Regional de Inglés, DRE Guápiles.** Revisada Marianella Granados Sirias, Alfredo Ortega Cordero, Andrea Cruz Badilla. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular**

**Level: 9<sup>th</sup>**  
**Term: 3**  
**CEFR Band: B1.2**  
**Scenario: Cultural Diversity and Connections**  
**Written Comprehension & Written Production**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
R.1. identifies the sound of most letters heard in context.	R.1.1	Recognizes sounds of most letters heard in context.
	R.1.2	Articulates sounds of most letters heard in context.
	R.1.3	Produces sentences in an oral or written form.
R.2. identifies the description of events, feelings and wishes in letters about fashion, values, and beliefs in micro / macro cultures.	R.2.1	Gets the gist of description of events, feelings and wishes in letters about fashion, values, and beliefs in micro / macro cultures.
	R.2.2	Gets main ideas from description of events, feelings and wishes in letters about fashion, values, and beliefs in micro / macro cultures.
	R.2.3	Identifies the description of events in letters about fashion, values, and beliefs in micro / macro cultures.
	R.2.4	Identifies the description of feelings in letters about fashion, values, and beliefs in micro / macro cultures.
	R.2.5	Identifies the description of wishes in letters related to values in micro/macro cultures.
R.3. recognizes significant points in newspaper articles about fashion, values, and beliefs in micro/macro cultures.	R.3.1	Gets the gist of newspaper articles about fashion, values, and beliefs in micro/macro cultures.
	R.3.2	Recognizes main ideas in newspaper articles about fashion, values, and beliefs in micro/macro cultures.
	R.3.3	Recognizes key words and straightforward sentences that are the most important in newspaper articles about fashion, values, and beliefs in micro/macro cultures.

	R.3.4	Recognizes specific details in newspaper articles about fashion, values, and beliefs in micro/macro cultures.
R.4. extracts the key ideas from texts about fashion, values, and beliefs in micro / macro cultures.	R.4.1	Skims the titles, headings, sub-headings, topic sentences and graphics.
	R.4.2	Gets main ideas from texts about fashion, values, and beliefs in micro / macro cultures.
	R.4.3	Identifies facts in different readings about fashion, values, and beliefs in micro / macro cultures.
	R.4.4	Identifies specific details related to facts from texts about fashion, values, and beliefs in micro / macro cultures.
	R.4.5	Restates important information in his/her own words.
	R.4.6	Organizes key ideas from texts about fashion, values, and beliefs in micro / macro cultures using graphic organizers, timelines or outlines.
R.5. distinguishes between literal and implied meanings in texts about fashion, values, and beliefs in micro / macro cultures.	R.5.1	Gets the gist of texts about fashion, values, and beliefs in micro / macro cultures.
	R.5.2	Identifies literal meaning in texts about fashion, values, and beliefs in micro / macro cultures.
	R.5.3	Identifies implied meanings in texts about fashion, values, and beliefs in micro / macro cultures.
	R.5.4	Distinguishes between literal and implied meanings in texts about fashion, values, and beliefs in micro / macro cultures.
R.6. distinguishes between cause and effect of events.	R.6.1	Gets main ideas from texts that contain cause and effect of events.
	R.6.2	Identifies key word, phrases or specific information related to cause and effect of events.
	R.6.3	Identifies causes of a condition or event.
	R.6.4	Identifies effects of a condition or event.
	R.6.5	Determines how events are linked/related.

		R.6.6	Distinguishes between cause and effect of events using graphic organizers, outlines, charts and others.
R.7. distinguishes between different text purposes.		R.7.1	Gets main points from different types of texts.
		R.7.2	Identifies different types of text.
		R.7.3	Identifies different text purposes related to fashion, values, and beliefs in micro / macro cultures (to inform, to entertain, to argue a point, etc.)
		R.7.4	Distinguishes between different text purposes related to fashion, values, and beliefs in micro / macro cultures.
R.8. distinguishes specific information needed to complete a task in one long or several short texts.		R.8.1	Gets the gist of long and short texts.
		R.8.2	Recognizes main points in long and short texts.
		R.8.3	Recognizes key words and straightforward sentences that are needed to complete a task in one long or several short texts.
		R.8.4	Distinguishes specific information needed to complete a task in one long or several short texts.
R.9. draws conclusions from the gist/main idea and key details, prior knowledge, contextual clues.		R.9.1	Gets the gist of the text to draw conclusions.
		R.9.2	Lists keywords or phrases that convey the main ideas of texts.
		R.9.3	Extracts main ideas from texts.
		R.9.4	Extracts key details from texts.
		R.9.5	Draws conclusions from the gist/main idea and key details.
		R.9.6	Draws conclusions using prior knowledge.
		R.9.7	Draws conclusions using contextual clues.
W.1. writes reactions to class work and experiments about fashion, values, and beliefs in micro / macro cultures.	A. Class work	W.1.1.A	Prewrites reactions to class work about fashion, values, and beliefs in micro / macro cultures.
		W.1.2.A	Drafts reactions to class work about fashion, values, and beliefs in micro / macro cultures.

		W.1.3.A	Revises the reactions to class work about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.1.4.A	Edits the reactions to class work about fashion, values, and beliefs in micro / macro cultures before publishing it.
	<b>B. Experiments</b>	W.1.1.B	Prewrites reactions to experiments about fashion, values, and beliefs in micro / macro cultures.
		W.1.2.B	Drafts reactions to experiments about fashion, values, and beliefs in micro / macro cultures.
		W.1.3.B	Revises the reactions to experiments about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.1.4.B	Edits the reactions to experiments about fashion, values, and beliefs in micro / macro cultures before publishing it.
W.2. expresses in writing his/her personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.		W.2.1	Prewrites information to express his/her personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.
		W.2.2	Drafts a piece of writing to express his/her personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.
		W.2.3	Revises a piece of writing about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.2.4	Edits a piece of writing about fashion, values, and beliefs in micro / macro cultures before publishing it.

<p>W.3. writes different types of paragraphs (descriptive, definition, narrative, process, expository, comparison and contrast, and persuasive) about fashion, values, and beliefs in micro / macro cultures.</p>	<p><b>A. Descriptive</b></p>	W.3.1.A	Prewrites a descriptive paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.A	Drafts a descriptive paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.A	Revises a descriptive paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.A	Edits a descriptive paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.
	<p><b>B. Definition</b></p>	W.3.1.B	Prewrites a definition paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.B	Drafts a definition paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.B	Revises a definition paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.B	Edits a definition paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.
	<p><b>C. Narrative</b></p>	W.3.1.C	Prewrites a narrative paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.C	Drafts a narrative paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.C	Revises a narrative paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.C	Edits a narrative paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.



	D. Process	W.3.1.D	Prewrites a process paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.D	Drafts a process paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.D	Revises a process paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.D	Edits a process paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.
	E. Expository	W.3.1.E	Prewrites an expository paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.E	Drafts an expository paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.E	Revises an expository paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.E	Edits an expository paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.
	F. Comparison and Contrast	W.3.1.F	Prewrites a comparison and contrast paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.F	Drafts a comparison and contrast paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.F	Revises a comparison and contrast paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.F	Edits a comparison and contrast paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.

	G. Persuasive	W.3.1.G	Prewrites a persuasive paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.2.G	Drafts a persuasive paragraph about fashion, values, and beliefs in micro / macro cultures.
		W.3.3.G	Revises a persuasive paragraph about fashion, values, and beliefs in micro / macro cultures by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
		W.3.4.G	Edits a persuasive paragraph about fashion, values, and beliefs in micro / macro cultures before publishing it.
W.4. writes an account of an event in history using the first-person narrative.	W.4.1	Prewrites an account of an event in history using the first-person narrative.	
	W.4.2	Drafts an account of an event in history using the first-person narrative.	
	W.4.3	Revises an account of an event in history using the first-person narrative by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.	
	W.4.4	Edits an account of an event in history using the first-person narrative before publishing it.	
W.5. writes a short summary of a piece of literature, expository text, or audiovisual production.	W.5.1	Prewrites a short summary of a piece of literature, expository text, or audiovisual production.	
	W.5.2	Drafts a short summary of a piece of literature, expository text, or audiovisual production.	
	W.5.3	Revises a short summary of a piece of literature, expository text, or audiovisual production by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.	
	W.5.4	Edits a short summary of a piece of literature, expository text, or audiovisual production before publishing it.	

Propuesta elaborada por: **Ezequiel Rojas Gutiérrez, Asesor Regional de Inglés, DRE San José Central, Diana Sanchún Orozco, Asesora Regional de Inglés, DRE Nicoya. Sandra Araya Acuña, Asesora Regional de Inglés, DRE Guápiles.** Revisada Marianella Granados Sirias, Alfredo Ortega Cordero, Andrea Cruz Badilla. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular**

# Sample Rubrics for Self- Study Guides

Elaborated based on the Third Cycle and Diversified Education Curriculum for the traditional academic high schools.

**For illustrative purposes only.**



<b>Eighth Grade. Unit 2 Scenario: Let the Good Times Roll!</b>			
<b>Assessment Strategy L.2. Recognizes important information from audio texts (e.g., sports announcements, sports scores) provided if the message is delivered clearly.</b>			
<b>Indicators of Learning</b>	<b>Achievement level</b>		
	<b>Not yet achieved 1</b>	<b>In process 2</b>	<b>Achieved 3</b>
L.2.1 Restates orally the topic from audio texts about sports or sports announcements.	Learner cannot restate the topic from audio texts about sports or sports announcements correctly.	Learner can restate part of the topic from audio texts about sports or sports announcements with some difficulty and needs improvement.	Learner can restate the topic from audio texts about sports or sports announcements correctly and with no difficulty.
L.2.2 Labels illustrations in a conversation or story about sports or sports announcements.	Learner cannot label illustrations in a conversation or story about sports or sports announcements	Learner can label some of the illustrations in a conversations or story about sports or sports announcements with some difficulty and needs improvement.	Learner can label all illustrations in a conversation or story about sports or sports announcements correctly and with no difficulty.
L.2.3 Gets specific information to complete sentences with key words about sports	Learner cannot get any specific information to complete sentences with keywords about sports correctly.	Learner can get some specific information to complete sentences with keywords about sports with some difficulty and needs improvement.	Learner can get all the specific information to complete sentences with keywords about sports
L.2.4 Lists important information in a conversation or story about sports or sports announcements.	Learner cannot list information in a conversation or story about sports or sports announcements correctly.	Learner can list some important information in a conversation or story about sports or sports announcements with some difficulty and needs improvement.	Learner can list important information in a conversation or story about sports or sports announcements correctly and with no difficulty.

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

Eighth Grade. Unit 2 Scenario: Let the Good Times Roll!			
Assessment Strategy R.4. Recognizes most of what occurs in a well-structured short story and the story's main characters.			
Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
R4.1 identifies setting in a well-structured short story.	Learner cannot identify the setting in a well-structured short story correctly.	Learner can identify the setting in a well-structured short story with some difficulty and needs improvement.	Learner can identify the setting in a well-structured short story correctly and with no difficulty.
R4.2.1* names characters in a well-structured short story.	Learner cannot name characters in a well-structured short story.	Learner can name some characters in a well-structured short story with some difficulty and needs improvement.	Learner can describe all the characters in a well-structured short story correctly and with no difficulty.
R4.2.2* describes characters in a well-structured short story.	Learner cannot describe characters in a well-structured short story.	Learner can describe some characters in a well-structured short story with some difficulty and needs improvement.	Learner can describe characters in a well-structured short story correctly and with no difficulty.
R4.3 identifies main conflict/problem in a well-structured short story.	Learner cannot identify the main conflict/problem in a well-structured short story correctly.	Learner can identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement.	Learner can identify the main conflict/problem in a well-structured short story correctly and with no difficulty.
R4.4.1* recounts some of the characters' efforts in a well-structured short story.	Learner cannot recount the characters' efforts in a well-structured short story correctly.	Learner can recount some of the characters' efforts in a well-structured short story with some difficulty and needs improvement.	Learner can recount some of the characters' efforts in a well-structured short story correctly and with no difficulty.
R4.4.2 * recounts some of the characters' obstacles in a well-structured short story.	Learner cannot recount some of the obstacles in a well-structured short story correctly.	Learner can recount some of the obstacles in a well-structured short story with some difficulty and needs improvement.	Learner can recount some of the obstacles in a well-structured short story correctly and with no difficulty.
R4.5 summarizes the ending in a well-structured short story.	Learner cannot summarize the ending in a well-structured short story correctly.	Learner can summarize the ending in a well-structured short story with some difficulty and needs improvement.	Learner can summarize the ending in a well-structured short story correctly and with no difficulty.

\* Notice that indicators R.4.2.1 and R.4.2.2 are subdivided from R.4.2, same case with R.4.4.1 and R.4.4.2.

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**Eighth Grade. Unit 1 Scenario: My High School...Our place.  
Assessment Strategy SI.1. Expresses common interests about school life.**

Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
SI1.1 Selects the language and content to express common interests about school life. For example: My favorite is.., I don't like ...	Learner cannot select the language and content to express common interests about school life. For example: My favorite is.., I don't like... correctly.	Learner can select part of the language and content to express common interests about school life. For example: My favorite is.., I don't like... with some difficulty and needs improvement.	Learner can select all the language and content to express common interests about school life. For example: My favorite is.., I don't like... correctly with no difficulty.
SI1. 2 Elaborates sentences to express common interests about school life.	Learner cannot elaborate sentences to express common interests about school life correctly.	Learner can elaborate some sentences to express common interests about school life with some difficulty and needs improvement.	Learner can elaborate sentences to express common interests about school life correctly with no difficulty.
SI1. 3 Expresses common interests about school life.	Learner cannot express common interests about school life correctly.	Learner can express some common interests about school life with some difficulty and needs improvement.	Learner can express common interests about school life correctly with no difficulty.
SI 1.4 Asks questions about others' schedules.	Learner cannot ask questions about others' schedules correctly.	Learner can ask some questions about others' schedules with some difficulty and needs improvement.	Learner can ask questions about others' schedules correctly with no difficulty.
SI 1.5 Answers questions about their own schedules.	Learner cannot answer questions about their own schedules correctly.	Learner can answer some questions about their own schedules with some difficulty and needs improvement.	Learner can answer questions about their own schedules correctly with no difficulty.
Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words.	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.

Pronounces the target language in the answers provided correctly	Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes)	Learner's pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes)	Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes)
Stresses words and uses appropriate intonation in sentences or answers provided correctly.	Learner cannot stress individual words correctly and use appropriate intonation when forming sentences.	Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty.
Speaks at a normal speed during the period of the interaction (question/answer task)	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.
Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written as required.**

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**Eighth Grade. Unit 3 Scenario: Something to celebrate.**  
**Assessment Strategy SI.2 asks and answers about holidays and festivals in Latin America and around the world. \***

Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
SI.2.2 Asks questions about local holidays, celebrations and festivals in Latin America and around the world	Learner cannot ask questions about local holidays, celebrations and festivals in Latin America and around the world correctly.	Learner can partially ask questions about local holidays, celebrations and festivals in Latin America and around the World with some difficulty and needs improvement.	Learner can fully ask questions about local holidays, celebrations and festivals in Latin America and around the world.
SI.2.4. Answers questions about local holidays, celebrations and festivals in Latin America and around the world.	Learner cannot answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly.	Learner can partially answer questions about local holidays, celebrations and festivals in Latin America and around the world with some difficulty and needs improvement.	Learner can fully answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly with no difficulty.
Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words.	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.
Pronounces the target language in the answers provided correctly	Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes)	Learner's pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes)	Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes)
Stresses words and uses appropriate intonation in sentences or answers provided correctly.	Learner cannot stress individual words correctly and use appropriate intonation when forming sentences.	Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty.
Speaks at a normal speed during the period of the interaction (question/answer task)	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.



Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.
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**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.**

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Eighth Grade. Unit 3 Scenario: Something to celebrate. Assessment Strategy SP.2 describes what he/she did on his /her last holiday.			
Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
SP2.1 Notes down the appropriate information to describe the last holiday.	Learner cannot note down the appropriate information to describe the last holiday.	Learner can partially note down the appropriate information to describe the last holiday with some difficulty and needs improvement.	Learner can fully note down the appropriate information to describe the last holiday correctly with no difficulty.
SP2.2 Organizes the information and resources to describe the last holiday.	Learner cannot organize the information and resources to describe the last holiday correctly.	Learner can partially organize the information and resources to describe the last holiday with some difficulty and needs improvement.	Learner can fully organize the information and resources to describe the last holiday correctly with no difficulty.
SP2.3 Makes sentences about the last holiday.	Learner cannot make sentences about the last holiday correctly.	Learner can partially make sentences about the last holiday with some difficulty and needs improvement.	Learner can fully make sentences about the last holiday correctly with no difficulty.
SP2.4 Describes the last holiday using sequential past time.	Learner cannot describe the last holiday using sequential past time: first, then, after that, finally correctly.	Learner can partially describe the last holiday, but does not use sequential past time: first, then, after that, finally with some difficulty and needs improvement.	Learner can fully describe the last holiday using sequential: past time first, then, after that, finally correctly with no difficulty.
Maintains appropriate communication strategies to describe holidays (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.
Pronounces the target language about holidays correctly.	Learner makes constant mistakes in pronunciation. (More than 4 mistakes)	Learner pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Learner has clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)
SP.2.4.3 Stresses words and use appropriate intonation in sentences correctly.	Learner cannot stress individual words correctly and does not use appropriate intonation when making sentences.	Learner can stress individual words correctly and use appropriate intonation when making sentences with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when making sentences with no difficulty.
SP.2.4.4 Speaks at a normal speed during the production task	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.
SP.2.4.5 Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

\* The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.

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Eighth Grade Unit 1 Scenario: My High School...Our place			
Assessment Strategy: W.2. Writes an explanation of what they do every day at school, with the help of illustrations.			
Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
<b>W2.1</b> Drafts an explanation with illustrations about activities in a typical day at school, and a conclusion	Learner cannot draft an explanation with illustrations about a typical day at school, and a conclusion correctly.	Learner can partially draft an explanation with illustrations about a typical day at school, and a conclusion with some difficulty and needs improvement.	Learner can fully draft an explanation with illustrations about a typical day at school, and a conclusion correctly and with no difficulty.
<b>W2.2</b> Revises the explanation about a typical day at school.	Learner cannot revise the explanation about a typical day at school correctly.	Learner can partially revise the explanation about a typical day at school with some difficulty and needs improvement.	Learner can fully revise the explanation about a typical day at school correctly and with no difficulty.
<b>W2.2.1</b> * Checks written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation).	Learner cannot check the written sentences presenting constant subject verb agreement, capitalization, spelling, and punctuation mistakes.	Learner can partially check the written sentences and some subject verb agreement, capitalization, spelling, and punctuation mistakes.	Learner can fully check the written sentences avoiding subject verb agreement, capitalization, spelling, and punctuation mistakes.
<b>W2.2.2</b> *Arranges Linking words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion)	Learner's production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers.	Learners' production can partially show a sense through the organization of its content and use of discourse markers.	Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers.
<b>W2.2.3</b> * Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.
<b>W2.3</b> Edits the explanation by correcting the mistakes before publishing it.	Learner cannot edit the explanation by correcting the mistakes before publishing it correctly.	Learner can partially edit the explanation by correcting the mistakes before publishing it with some difficulty and needs improvement.	Learner can fully edit the explanation by correcting the mistakes before publishing it correctly and with no difficulty.
Links words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion)	Learner's production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers.	Learners' production can partially show a limited sense through the organization of its content and use of discourse markers.	Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers.
Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

\* Notice that Indicator W2.2.1 comes from Indicator W2.2, and that W2.2.1, W2.2.2, and W2.2.3 are subdivided from Indicator W2.2. The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.  
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# Sample Rubrics and Performance Scale for Summative Assessment Instruments and the Assessment Promotion Strategy



### Analytic Rubric

High School: \_\_\_\_\_

Summative instrument

Allotted Time: \_\_\_\_\_ minutes

Level: Eighth Grade

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Score: \_\_\_\_\_

Total Points: \_\_\_\_\_

Gotten points: \_\_\_\_\_

Percentage: \_\_\_\_\_%

Obtained Percentage: \_\_\_\_\_

Group: \_\_\_\_\_

<b>Scenario</b>	Let the Good Times Roll!			
<b>Assessment Strategy</b>	R.4 Recognizes most of what occurs in a well-structured short story and the story's main characters.			
<b>Task</b>	<p>Today is your birthday. Your best friend gave you a book with different short stories as a present. From the book, read the short story "A day I'll never forget" and work on the following guide to make a summary for your mother.</p> <ol style="list-style-type: none"> <li>1. Identify the setting of the story.</li> <li>2. Name all characters in the story.</li> <li>3. Describe each character of the story.</li> <li>4. Identify the main conflict/problem of the story.</li> <li>5. Recount some of the characters' efforts.</li> <li>6. Recount some of the characters' obstacles.</li> <li>7. Summarize the ending of the story.</li> </ol>			
<b>Indicator of Learning</b>	<b>N/A</b>	<b>Achievement level</b>		
	<b>0</b>	<b>Not yet achieved 1</b>	<b>In process 2</b>	<b>Achieved 3</b>
R4.1 identifies setting in a well-structured short story.		Learner cannot identify the setting in a well-structured short story correctly.	Learner can partially identify the setting in a well-structured short story with some difficulty and needs improvement.	Learner can fully identify the setting in a well-structured short story correctly and with no difficulty.
R4.2 names characters in a well-structured short story.		Learner cannot name characters in a well-structured short story.	Learner can name some characters in a well-structured short story with some difficulty and needs improvement.	Learner can name all the characters in a well-structured short story correctly and with no difficulty.

R4.2 describes characters in a well-structured short story.		Learner cannot describe characters in a well-structured short story.	Learner can partially describe some characters in a well-structured short story with some difficulty and needs improvement.	Learner can fully describe all the characters in a well-structured short story correctly and with no difficulty.
R4.3 identifies main conflict/problem in a well-structured short story.		Learner cannot identify the main conflict/problem in a well-structured short story correctly.	Learner can partially identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement.	Learner can fully identify the main conflict/problem in a well-structured short story correctly and with no difficulty.
R4.4 recounts some of the characters' efforts in a well-structured short story.		Learner cannot recount some of the characters' efforts in a well-structured short story correctly.	Learner can partially recount some of the characters' efforts in a well-structured short story with some difficulty and needs improvement.	Learner can fully recount all of the characters' efforts in a well-structured short story correctly and with no difficulty.
R4.4 recounts some of the characters' obstacles in a well-structured short story.		Learner cannot recount some of the obstacles in a well-structured short story correctly.	Learner can partially recount some of the obstacles in a well-structured short story with some difficulty and needs improvement.	Learner can fully recount all of the obstacles in a well-structured short story correctly and with no difficulty.
R4.5 summarizes the ending in a well-structured short story.		Learner cannot summarize the ending in a well-structured short story correctly.	Learner can partially summarize the ending in a well-structured short story with some difficulty and needs improvement.	Learner can fully summarize the ending in a well-structured short story correctly and with no difficulty.

**Propuesta elaborada por: Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés y validada por Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular.**

**Oral Performance Scale-Sample (Oral Production)**

Dos Cercas High School

Summative instrument

Allotted Time: \_\_\_\_\_ minutes

Level: Eighth Grade

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Score: \_\_\_\_\_

Total Points: \_\_\_\_\_

Gotten points: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

Obtained Percentage: \_\_\_\_\_

Group: \_\_\_\_\_

<b>Scenario:</b>	<b>Something to Celebrate!</b>
<b>Assessment Strategy</b>	<b>SI.2.</b> Asks and answers about holidays and festivals in Costa Rica, Latin America and around the World.
<b>Description of linguistic task</b>	<b>Information exchange (2 minutes)</b> You are participating in an international school summer camp. You were asked to talk about favorite holidays or celebrations around the world. Choose one and talk about when and where it is celebrated, special food, activities. Use pictures to talk about it and ask questions to the teacher or classmates. Answer a couple of questions from your teacher or classmates.

Indicators*	Points per indicator	Points				
		N/A 0	1	2	3	4
<b>Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.</b>	3		Asks questions about holidays and festivals in Costa Rica, Latin America and around the World with a lot of difficulty. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood.	Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately sometimes. The student asks information about some of the elements. He/she can partially control memorized language structures (question patterns), to be somehow understood.	Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns)	
<b>Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.</b>	4		Answers were incomplete He/she hardly answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood.	Answers were partially accomplished. He/she sometimes answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood.	Answers were accomplished. Most of the time, he/she answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can identify question words, helping verb and basic language structures (sentence patterns) at most times.	Answers were successfully accomplished. He/she, at all times, answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can consistently identify question words, helping verb and basic language structures (sentence patterns)

<b>Gives information about holidays and festivals in Costa Rica, Latin America and around the World.</b>	3		The task was incomplete He/she hardly gives information about holidays and festivals in Costa Rica, Latin America and around the World. He/she cannot control memorized language structures (sentence patterns), so it is hard to be understood	The task was partially accomplished. He/she somewhat gives information about holidays and festivals in Costa Rica, Latin America and around the World by either talking about the holiday or festival name or date of celebration. He/she can partially control memorized language structures (sentence pattern), to be somehow understood	The task was successfully accomplished. He/she gives information about holidays and festivals in Costa Rica, Latin America and around the World by talking about when and where they are celebrated, special food, activities. He/she can consistently control basic language structures (sentence patterns)	
<b>*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).</b>	3		Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties.	Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently.	Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation	
<b>*Pronounces the target language correctly</b>	3		Difficulty at understanding. Constant mistakes in pronunciation (More than 4 mistakes)	Understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)	
<b>*Stresses words and sentences correctly</b>	2		Sometimes stresses individual words correctly and uses appropriate intonation when forming sentences	Constantly stresses individual words correctly and uses appropriate intonation when forming sentences		
<b>*Speaks at a normal speed</b>	3		Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning.	Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Carried out with confidence. Sporadic short pauses to recall meaning.	
<b>Total:</b>	23					
<b>Comments:</b>						

\*The indicators related to pronunciation, fluency and sociolinguistic appropriateness were constructed to measure overall achievement. They must be present in all instruments related to Spoken Interaction and Spoken production as required.

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular, 2021.**



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